

**THE INFLUENCE OF USING SNOWBALL THROWING MODEL
TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT
TEXT AT THE SECOND SEMESTER IN THE EIGHTH
GRADE OF MTS AL-HIKMAH GERNING IN
THE ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfilment of the Requirements
for the Bachelor Degree**

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LAMPUNG**

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ABSTRACT

**THE INFLUENCE OF USING SNOWBALL THROWING MODEL
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The objective was to find out whether or not there was any influence of using Snowball Throwing model towards the students' writing ability in recount text at the second semester in the eighth grade of MTs Al-Hikmah Gerning.

Quasi-experimental was used by researcher as the research design, there were three treatments that have been done in three meetings for experimental class. The students were taught by using Snowball Throwing model. The eighth class became the population of this research with 48 students as the sample that came from two classes. The researcher used independent sample T-test to calculate the data after the students were given a post-test.

In short, based on the data analysis the result of independent sample t-test was 0.000. It can be concluded that H_0 is rejected and H_a is accepted since the Sig pvalue was $< \alpha = 0.05$. In other words, there was significant influence of using Snowball Throwing model towards the students' writing ability in recount text in the eighth grade of MTs Al-Hikmah Gerning Pesawaran.

Keywords : Quasi-Experimental, Recount text, Snowball Throwing model, Writing Ability



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IN RECOUNT TEXT AT THE SECOND SEMESTER IN
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DECLARATION

I hereby state that this entitled: The Influence of Using Snowball Throwing Model towards the Students' Writing Ability in Recount Text at the Second Semester in the Eighth Grade of MTs Al-Hikmah Gerning Pesawaran is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, March 19th, 2021

Declared by,

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MOTTO
الرَّحِيمَ مَنَّا الرَّالُّهُ بِسْمِ

فَهَدَّيْنَا لَوْ وَجَدَكَ

And Allah found you lost and guided you (Q.S Ad-Dhuha : 7)¹

¹Al-Misykat Al-Qur'aniyyah, Tafsir al-Misykat al-Qur'aniyyah (Al-Mizan Publishing House: Bandung, 2011), p. 597

DEDICATION

I dedicate this thesis to the following:

1. My beloved parents, Mr.DM Purnomo, and Mrs.Marwiyah who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life I am thankful for having you by my side. Besides, I also pray for my father and my biological mother that Allah gives you all a beautiful place up there, later we will meet again in His beautiful paradise, and this thesis is absolutely also yours.
2. My beloved sister, Eka Kartikasari and Elisa Rakhmawati who have been very supportive, caring, and generous during many difficult stages of my study in the university.
3. All beloved lecturers, fellow friends, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.

CURRICULUM VITAE

The author of this thesis is Dian Narulita, or famously called by her friends, Dian/Dayen. She was born on April, 26. 1998 in the city of Tanjung Karang. Narulita is the last daughter of Mr. DM Purnomo and Mrs. Ngatiah. She has two older sisters. They are Eka Kartikasari and Elisa Rakhmawati.

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Firstly, I would like to express my sincerest praises to the God Allah Ta'ala who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who was sent to us to enlighten the path of humanity and divine salvation.

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2. Meisuri, M.Pd. Chairperson of the Departement of English Education Faculty of Tarbiyah and Teaching Training, Raden Intan State Islamic University Lampung.
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Finally, since nothing is perfect, and despite all the meaningfull names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, March 19th, 2021
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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL LETTER	iii
ADMISSION LETTER	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xv

CHAPTER I INTRODUCTION

A. Background of The Problem.....	1
B. Identification of The Problem.....	7
C. Limitation of The Problem	7
D. Formulation o The Problem.....	7
E. The Objective of The Problem	8
F. Significance of The Research	8
G. Relevant Studies	9
H. Scope of The Research	11

CHAPTER II LITERATURE REVIEW

A. Theory of Writing	12
1. Concept of Writing	12
2. Concept of Writing Ability	13

3. Steps Writing Process	14
4. Concept of Teaching Writing.....	16
5. Concept of Text.....	17
6. Concept of Recount Text	20
7. Direct Instruction Learning Model	22
8. Concept of Cooperative Learning Model	24
9. Concept of Snowball Throwing Model.....	30
B. Frame of Thinking	37
C. Hypotheses.....	38

CHAPTER III RESEARCH METHOD

A. Research Design	40
B. Variable of The Research	42
C. Operational Definition of Variable	43
D. Population, Sample, and Sampling Technique	44
1. Population of The Research.....	44
2. Sample of The Research.....	45
3. Sampling Technique	45
E. Research Procedure	46
F. Data Collecting Technique	48
G. Research Instrument	49
H. Scoring Scale for Evaluating Students' Writing Score	50
I. Validity and Reliability Test.....	54
1. Validity Test	54
a. Content Validity	54
b. Construct Validity.....	55
2. Reliability Test	55
J. Data Analysis.....	57
1. Fulfilment of The Assumption	57
a. Normality Test.....	57
b. Homogeneity Test.....	57

c. Hypotheses Test.....	58
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CHAPTER IV RESULT AND DISCUSSION

A. Result of The Research.....	59
B. Discussion.....	68

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion	78
B. Suggestions	78

REFERENCES

LIST OF TABLES

	Page
Table 1 Writing Score of The Students.....	6
Table 2 Research Design.....	37
Table 3 Scoring System	45

LIST OF APPENDICES

Appendix 1 Students' Score at Eighth Grade	59
Appendix 2 Result of Students' Interview	62
Appendix 3 Result of Teacher's Interview	66
Appendix 4 Expert Validation Form.....	69
Appendix 5 Pre-Test Instrument	70
Appendix 6 Post-Test Instrument	71
Appendix 7 The Result of Test in Experimental Class	72
Appendix 8 The Result of Test in Control Class	76
Appendix 9 The Result of Reliability Test	80
Appendix 10 Students' Written Result by Rater 1 (Teacher)	81
Appendix 11 Students' Written Result by Rater 2 (Researcher)	89
Appendix 12 Syllabus	97
Appendix 13 Lesson	103

CHAPTER I INTRODUCTION

A. Background of the Problem

English is one of international languages and it is used by most of the countries in the world including Indonesia. It is very important to learn English so that people can express their thoughts to other people since English is used as a tool of communication. In educational environment in Indonesia, as stated in Curriculum 13, the goal in learning English for the students are to be able to communicate in oral and written form. Listening, speaking, reading and writing are four of the language skills that should be learned.

The students must learn deeper since writing is a complex language skill than other skills. The student should be able to master vocabulary and good at using grammar so that they can produce a proper written product as stated by Harmer, he also implies that when the students are engaged in a productive task it can be very frustrated if they don't know which one of the vocabulary or grammar that they can apply to express themselves.² It means that writing skill is not easy if the students do not know how to use proper vocabulary and grammar to explain and share their thoughts. It takes more effort to learn about writing. The students are required to think harder to produce the idea to start their written product and the same things applied in choosing the right words, phrases, sentences, paragraphs, and a piece of good composition.³ Based on the curriculum of Junior High School, there are some types of text which must be

²Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition (Pearson Longman) p.278

³Ita Miftahussaidah and Early dan Sibghatullah Mujadidi, *op.cit.*, 156

learned by a student at the school as a part of learning material, such as narrative text, recount text, descriptive text, report, and procedure text. In this study, the researcher is going to use one kind of texts, that is recount text to develop the students' writing ability.

However, based on the observation that I did in MTs Al-Hikmah Gerning Pesawaran, somehow some students said writing is easy, but when I asked them to write they still made some mistakes. Therefore, the researcher concludes that there are some problems that are faced by them such as the students have low motivation in learning writing because some of them do not know what to write although the teacher has given the topic. They were also confused with what should be written since they also have difficulties in choosing vocabulary, especially in choosing the proper tenses and grammar. Some of them choose wrong verb such as they should write the word "took" but they wrote "take" since they did not know the past form of the verb.

In addition, there is a result of the interview that have been answered by the students. From the result, the researcher finds some problems, such as they feel bored when learning process since the teacher does not apply any interesting technique. They also often faced some difficulty in learning English. And they still do some mistakes although the teacher always correct their tasks.

The following table is the students' score in writing since they have difficulties in this skill. The total percentage of those who did not pass the minimum score is 61%.

Writing Score of The Students Eighth Grade at MTs Al Hikmah Gerning

Pesawaran⁴

Table 1

No	Class	Score		Total Students
		≥ 70	< 70	
1	VIII A	14	10	24
2	VIII B	8	16	24
3	VIII C	5	19	24
Total Percentage		27	45	72
		37,5%	62,5%	100%

From the the table, it could be seen that there were 46 students from 72 students who got score under the minimum score, that is 70 for the KKM. It can be concluded that there are still many students who have low ability since they have some problems in learning writing.

Also when I conducted the interview, the teacher was using a direct instruction learning model that can not make students interested in learning writing. Since the teacher does not use any technique that can make the students interested in the learning process, the level of boredom is increasing during the learning process.

⁴Teacher's Document of MTs Al Hikmah Gerning Pesawaran

The teacher explained the material by using direct instruction learning model before, and she did not discuss the students' faults in learning writing especially for the language feature where most of the students usually write the wrong answer. Besides, the teacher actually corrects their writing and gives the examples in part of their errors, but it is not effective to use since the students only read it and not learn which part is their fault and make them do the same mistake in their written product.

Therefore, the teacher must be able to provide other media, technique, or method that can build students' motivation in learning writing so that the students could enjoy the learning process and they can develop their ideas to form a good writing. Also, the teachers must be able to make students involve themselves in learning activity not only be a passive students that can not help them evolve. And as Key Heyland says writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference.⁵ It means that in teaching writing, the teacher must be able to make the students active in learning process, not only the teacher who are active but the student should be involved in learning in order that they can understand the writing process in positive environment when learning process.

Therefore, based on the students' problem that they are faced, there are so many learning models that can be applied. One of learning models that can be

⁵Ken Heyland, *Teaching and Researching Writing* (2nd Ed) (Edinburgh : Pearson Education Limited, 2009), p.19

used to involve students in learning activities is by using Snowball Throwing as a part of cooperative learning model. For that reason, the researcher is going to apply Snowball Throwing as learning model in teaching learning process especially in teaching writing skill. As Imas states that if the learning process runs smoothly, it will create a dynamic classroom atmosphere, because the students are not just thinking, writing, speaking, reading and listening, but they also do a physical activity that is cutting paper, and throwing it to other students.⁶ It means that by using this kind of learning model it can help the students to enjoy the learning process and make them active.

According to Fatmawati, Snowball Throwing is a learning model by using question ball from paper which is round; it is thrown by the students turn it.⁷ It means that Snowball Throwing is one kind of learning models that can involve students in the learning activity and they will enjoy the material through throwing a ball of paper with a question in it. In addition, this learning model can make the student be more creative because they must write a question and also the students need to answer question from the paper they got. So it can encourage the student to think and also be a creative students when they answer the question and be more active in learning process.

Based on relevant studies entitled “*The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive (A Classroom Action Research Conducted in Seventh Grade Students of MTs N Gondangrejo in Academic*

⁶Imas Kurniasih S.Pd & Berlin Sani, *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*, (Kata Pena, 2015), p. 77

⁷Fatmawati, *Journal of English Education, The Use of Snowball Throwing Learning Model in Improving Writing Ability* (Malang, 2018) p.139

Year of 2015/2016).” In this research, Tri Wahyuni as the researcher observed writing skill as the variable Y and used Snowball Throwing game to know whether or not there was any improvement towards the students’ writing ability. In her research, it can be concluded that the use of Snowball Throwing game could improve the positive writing class atmosphere and also the students’ recount text writing ability. The difference of previous research with present research were in the kind of research method, in the present research the researcher used experimental research meanwhile the previous research used a classroom action research. Besides, there also have differences in the kind of text and also the objective that is going to be observed since the present research is using recount text and this research also going to find out whether or not there is any influence of using Snowball Throwing as the learning model. Meanwhile the similarity is on the variable Y that is using writing skill.

Based on the explanation above, the researcher wants to apply a cooperative learning model type Snowball Throwing in teaching English especially teaching writing in recount text. By using this kind of cooperative learning model, the researcher hopes that the students would be more interested, enjoy and happy in learning writing and it would be easier for them to improve their writing skill especially in recount text. Based on the problems above, the researcher intends to conduct a research with the title is “The Influence of Using Snowball Throwing Model Towards Students' Writing Ability in Recount Text.”

B. Identification of the Problem

Based on the background of study, the problems are identified as follows:

1. The students have low motivation in learning writing because some of them do not know what to write.
2. They also have difficulty in choosing vocabulary especially in choosing what kind of verb and they are confused in applying the proper grammar.
3. They feel bored and can not be active enough when learning writing because the teacher applied teacher centered learning named direct instruction learning model.
4. The students made the same mistakes even after the teacher correct their mistakes.

C. Limitation of the Problem

This research will focus on The Influence of Using Snowball Throwing Model toward Students' Writing Ability in Recount Text at the Second Grade of MTs Al-Hikmah Gerning in the academic year of 2020/2021. In this research the researcher decides the limitation of the problem. This study is focusing in the influence of using Snowball Throwing model in learning recount text in writing skill, and only discuss about personal recount. This research is designed to get the result of learning recount text by using the Snowball Throwing model.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the formulation in this study as follows:

Is there any significant Influence of Using Snowball Throwing Model towards Students' Writing Ability in Recount Text at the Second Grade of MTs Al-Hikmah GerningPesawaran in Academic Year 2020/2021?

E. The Objective of the Problem

The objective of this research is to find out whether or not there is any significant Influence of Using Snowball Throwing Model towards Students' Writing Ability in Recount Text at the Second Grade of MTs Al-Hikmah GerningPesawaran in Academic Year of 2020/2021.

F. Significance of the Research

After doing this research, the researcher hopes it can be used:

1. Theoretically

Through this research with Snowball Throwing learning model is expected to be used as a consideration in teaching writing about recount text, and make the students interested and motivated in learning process.

2. Practically

a. For the teacher

The teacher will get new valuable information about other learning model that can be used to teach in learning activity especially in teaching writing to improve students' writing ability in recount text with the use of Snowball Throwing.

b. For the students

By using Snowball Throwing, the researcher hopes that the students would be more happy, enjoy, motivated and interested in learning recount text in writing also the researcher hopes that this model would encourage them to improve their writing ability.

c. For the researcher

This research can be used as reference for other researcher who would like to conduct research with the same topic.

G. Relevant Studies

In this research, the researcher takes three relevant studies which related to the present research. The first previous research was conducted by Kingking Meita Pudyaningtyas with the title *“Improving Students’ Writing Skill by Using Snowball Throwing Games” (A Classroom Action Research of Class X SMA N 1 Tenganan in the Academic Year of 2017/2018.)* In her research, she used descriptive text, and her research used classroom action research. The finding of her research showed that the students’ writing ability is improved by using Snowball Throwing game. Meanwhile, the difference between the previous research with the present research is the researcher is going to use recount text as the variable Y and quasi-experimental as the research design. The similarity of the previous research with the present research is the researcher is going to use Snowball Throwing as learning model to know whether there is influence towards the students writing ability in recount text at the eighth grade of MTs Al-Hikmah Gerning in Academic Year 2020/2021 or not.

The title of the next research is “*The Use of Snowball Throwing Game to Improve Student Writing Skill on Descriptive (A Classroom Action Research Conducted in Seventh Grade Students of MTs N Gondangrejo in Academic Year of 2015/2016)* .” In this research, Tri Wahyuni as the researcher observed writing skill as the variable Y and used Snowball Throwing game to know whether or not there was any improvement towards the students’ writing ability. In her research, it can be concluded that the use of Snowball Throwing game could improve the positive writing class atmosphere and also the students’ recount text writing ability. The difference of previous research with present research is on the kind of text and also the objective that is going to be observed since the present research is using recount text and this research also going to find out whether or not there is any influence of using Snowball Throwing as the learning model. Meanwhile the similarity is on the variable Y that is using writing skill.

The last research is entitled “*The Effectiveness of using Snowball Throwing Technique towards The Students’ Speaking Skill Master,*” that was conducted by Sinta Elvira Puspita Mei. She observed the effectiveness of using Snowball Throwing technique on narrative text with pre-experimental design using quantitative approach. From the research, it can be concluded that by using Snowball Throwing technique could give positive effect to the teaching and learning process in the classroom especially in students’ speaking comprehension. In the present study, the researcher decided to observe the influence of Snowball Throwing learning model towards the students’ writing

of recount text with quasi-experimental design. The similarity with the present research is in this research the researcher is on the learning model which is Snowball Throwing learning model.

H. Scope of the Research

1. Subject of the Research

The subject of this research will be the students at the second semester at the eighth grade of MTs Al-Hikmah Gerning.

2. Object of the Research

The object of the research will be the use of Snowball Throwing model and students' writing ability in recount text.

3. Place of The Research

The research will be conducted at MTs Al-Hikmah Gerning Pesawaran.

4. Time of The Research

The research will be conducted at the second semester of eighth grade at MTs Al-Hikmah Gerning Pesawaran in the academic year of 2020/2021.

CHAPTER II

LITERATURE REVIEW

A. Theory

1. Concept of Writing

Writing is a kind of activity that is used to share new information to the reader.⁸ It means that writing is used to deliver or to state someone's idea, opinion, and feelings indirectly to the reader or audience. Most of writing does one of three things: inform, explain, or present an argument, and also writing effectively involves discovering what you want to say, organizing your ideas, and presenting them in the most logical, effective way since writing is a careful, and thoughtful way of communicating.⁹ The statement above means that writing is one of the ways that can be used by people to deliver, give, and share what they want to say in a written form not only about the information, but we can also give our opinion about something to the audience or listener, give our argument about some things in the logical and effective way. On the other hand, the writer must also be a considerate writer because it takes a harder thinking process to arrange what will be delivered in a writing.

In school environment, students as human beings are also expected to be able to express their ideas, feelings, argument and knowledge in written

⁸Khusna Solikha Eka Putri and Dede Nurdawati, *The Effectiveness of Snowball Throwing Method in Teaching Writing Procedure Text*, (Brebes: Universitas Bumiayu, 2017), p. 40

⁹Judith F. Olson, *Writing Skill Success in 20 Minutes*,(New York: Learning Express, LLC, 2009) p 157

form. It can be concluded that writing is not a simple language skill not only because it takes harder thinking process to arrange what will be delivered but also since writing still requires the writer to pay their attention on aspects of writing such as grammar, vocabulary, mechanic, content, and organization in order to make an ideal writing.

2. Concept of Writing Ability

Lestari said that writing is not just a communication tool but also to develop knowledge more clear, specific, and detail.¹⁰ It means that writing is also used to develop our ability in communication more specific. Based on Harmer, part of our writing skill depends upon our ability to change our style and structure to suit the thing we are writing for.¹¹ It means that to have an ideal written product it depends on our knowledge on how we should try to construct a good written product so that the message that the writer is trying to convey can be expressed clearly.

Jacob states in Sara that there are five scoring criteria for writing skill, namely content, organization, vocabulary, language use, and mechanic.¹² It means that in scoring the writing skill there are some aspects that the teacher needs to pay his attention to such as in content, organization, vocabulary, language use, and mechanic.

¹⁰Winda Lestari, UlfahMawaddah, Evie Kareviati, *The Influence of Discovery Learning snf Snowball Throwing Method in Improving Writing Skill of High School Students*, (Siliwangi : Project English Education, 2019), p. 332

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition (Pearson Longman) p.278

¹²Sara Cushing Weigle, *Assessing Writing*, (Cambridge : Cambridge University Press, 2002), p.116

3. Steps of Writing Process

Once the students start to write, they should know what to write and the stages that needs to be taken. They should not only write whatever they want to share in a paper or expressing whatever thoughts that they have on their mind, but they also have to know some stages in writing so that they can produce an ideal written product. There are some steps of writing process stated by Donald Graves cited on Andrew :

1. Pre-writing

The goal of pre-writing is to generate the ideas. Listing, brainstorming, outlining, silent thinking, are all ways to generate ideas.¹³ It means that the purpose of the first step is to develop the idea by making a list, brainstorming, making the outline, and silent thinking. The students are required to develop the idea by doing those steps to make an ideal written product.

2. Drafting

Drafting is the writer's first attempt to capture ideas on paper.¹⁴ It means that in this stage, the students can choose a draft that they have interested in. The students can develop their mind in a written form without must pay attention to the grammatical accuracy. They can write anything as much as they want and still focus on what's their actual story.

¹³Andrew P. Johnson, *Teaching Reading and Writing*, (United States of America : Rowman & Littlefield Education, 2008), p. 179

¹⁴*Ibid*, p.179

3. Revising

Revising is where the students shape the blob, adding parts, taking part, and continually molding and changing.¹⁵ It means that in this stage, the students can revise their written if there is any errors, they can also adding some sentences or delete sentence which is does not suit to their idea in order to see whether it tells what they want to share, and in this stage also the student revise if there is any language error in order to make the content will be more ideal to be a good written product and the idea will be clear in readers' point of view.

4. Editing

This stage is where grammar, spelling, and punctuation errors are corrected.¹⁶ It means that in this stage, the students can pay their attention to the written product whether there is any error in grammar, spelling, or punctuation. They have to pay attention which one of the part that should be edited. They must check the errors and correct them to be a good written product.

5. Publishing and Sharing

This is where the students' writing is shared with an audience. Publishing can involve putting together class books.¹⁷ It means that the last step of writing process is publishing and sharing where their writing will

¹⁵*Ibid, p.179*

¹⁶*Ibid, p. 180*

¹⁷*Ibid, p. 180*

be shared to othe audience , it can involve collect the writing together with other students.

The researcher concludes that writing is one of productive skills that has some stages that must be done by students to product an ideal writing form. The writing process are pre-writing, drafting, revising, editing, publishing and sharing.

4. Concept of Teaching Writing

In teaching writing, teacher can provide feedback too, not just when a student finishes a piece of work, but also during the writing process.¹⁸ It means that in teaching writing the teacher can give the students feedback about their writing, not only at the end of the learning process but also in the middle of the learning process, so that they can revise the part that the student does not understand and go on to the next step. Harmer also states that in teaching writing the teacher can either focus on the product of the writing or on the writing process.¹⁹ It means that when a teacher focuses on the product, the teacher only interested in the aim of the task, not on the process of writing. And since there are some things that the teacher must pay their attention to, it can be concluded that teaching writing needs to be arranged so that the learning goals can be achieved. The researcher concludes that teaching writing should be started from the simplest ones so

¹⁸Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition (Pearson Longman) , p.266

¹⁹*Ibid*, p. 325

that it would be easier for the student to understand and eventually achieve the learning goals.

5. Concept of Text

According to Ken Heyland, texts have structure which are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.²⁰ It means that a good text must have good and appropriate grammar in writing the text. Since a text has its own structure such as it needs to have a good grammar, clauses, sentences, if someone wants to represent their intended meanings in a text, the writer needs to consider the use of the grammatical rules since it could reflect the meanings that they were trying to convey or expressed.

In order to produce an ideal written product, it has to be both coherent and cohesive.²¹

a. Coherence

Coherence writing make sense because the writer can follow the sequence of ideas and points.²² It means that a text should combine each other among meaning, concepts, and knowledge.

²⁰Ken Heyland, *Teaching and Researching Writing* (2nd Ed) (Edinburgh : Pearson Education Limited, 2009), p.8

²¹Jeremy Harmer, op. Cit p.276

²²*Ibid*, p. 276

b. Cohesive

Cohesive is more technical matter since it is here that the writer concentrate on the various linguistics way of connecting ideas across phrases and sentences.²³ A text can be said cohesive when it was integrated with grammarly correct sentences, thus cohessive is the relationship between parts in a text which is marked using language elements.

Based on the statements, it can be concluded that when someone wants to make an ideal written product, the text must be good which shouldhas appropriate grammar, vocabulary, and also clauses so that it can be understood by reader or listener.

a. Types of Text

According to Gerot and Wignel there are some types of text, such as :

1. Spoof : This kind of text tells the reader about an event which has a humorous twist at the ending of the text.
2. Recount : It is a text that has a function retell an events for the purpose of informing or entertaining the readers that happened in the past time.
3. Report : The purpose of this text is to describe the way things are with reference to a range of natural, and social phenomena in our environment.

²³*Ibid*, p.276

4. Analytical Exposition : The purpose of this text is to persuade the reader or listener that something is the problem.
5. News Item : A text to inform readers, listeners or viewers about an event of the day which is considered newsworthy or important.
6. Anecdote : The function of this text is to share with reader or listener about an account of an unusual or amusing incident that has happened.
7. Narrative : A text to amuse, entertain the listener and to deal with actual or vicarious experience in different ways.
8. Procedure : This text has a function to describe and explain the step or a sequence of action in making something.
9. Description : The function of this text is to describe about particular person, a place, or a thing.
10. Hortatory Exposition : A text to persuade the reader or listener that something should or should not be the case in a particular way.
11. Explanation : The function is to give an explanation or information about processes involved in the formation or workings of natural or socio cultural phenomena to the reader or listener.
12. Discussion : A text to present (at least) two points of view about a problem

13. Reviews : A text to critique an art work such as movie, book or event for a public audience.²⁴

From the explanation above, the researcher concludes that there are many kinds of text in English for teaching and learning. But, in doing this research the researcher will only focuses on one kind of the texts, that is recount text.

6. Concept of Recount Text

According to Setiawan, a recount text is one of the texts that retell about an event or activity of someone or in a form of someone experience. The purpose of this text is to inform or to entertain about what had happened in the past time.²⁵ It means that a recount text is one of many kinds written form which retells about the past events or someone experiences and the purpose of this text is to tell what had happened in the past and also to entertain the reader or listener by it.

a. Generic Structure of a Recount Text

According to Gerot and Wignell, there are some generic structures in a recount text, they are:

- a. Orientation : In this part, the writer provides the setting and introducing the participants of the story.

²⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New south wales :GerdStabler, 1995),p. 192.

²⁵ Otong Setiawan Djuharie, *Teknik dan Panduan Menulis Melalui Eksplorasi Model dan Latihan Essay Writing* (Bandung : Yrama Widya, 2009) p.171

- b. Events : The next generic structure is events, in this part the writer starts to tell what had happened in the past.
- c. Re-orientation : The last part is re-orientation or closing, the sign of this part is there are some actions or events which shows that it is the end of the story.²⁶

The researcher concludes that there are three generic structures in a recount text, such as; orientation, events and re-orientation.

b. Language Features in Recount Text.

- a. Introducing personal participant or focus on specific participants : I, my friend, my pet, my family, a younger brother, sister, mother, or the writer her/himself.
- b. Using chronological connection or time connective and conjunction to sequence the events that had happened, such as : then, first, next, after that, first of all.
- c. Using past tense, in this text the verb that will be used by the writer is the second form of verb which shows the activity had already happened in the past time, such as wrote, listened, took.
- d. Using adverbs and adverb phrases to show the place, the time, and the manner such as yesterday, last night, at house, carefully, rapidly.
- e. Using action verbs, action verb is a verb that shows an event or activity, for example laughed, cried, ate, went.

²⁶Linda Gerot and Peter Wignel, *Op.Cit*, p.154

- f. Using would + verb 1, past perfect tense, past continuous.²⁷

Based on the explanation above, it means that the students should be able to pay attention to the sentence pattern in order to make an ideal recount text. They must use the grammatically correct sentences in their writing. The students must be able to understand the tenses that they are going to use when they want to write a story that had already happened in the past time.

7. Direct Instruction Learning Model

There are many kinds of learning models that can be applied in teaching learning process, but not all of them is really good to increase the students' ability since each of learning model always has disadvantages. One of the learning models is direct instruction learning model. After the researcher did an interview with the teacher, the researcher asked the teacher what kind of learning model that she applied in teaching learning process and the teacher said that she applied direct instruction learning model in her classroom. According to Zahriani, direct instruction learning model is one of the learning models that is similar to teacher centered model. This learning model is done by the teacher delivering the material to the students verbally.²⁸ It can be concluded by the researcher that direct instruction is one of learning models that is done by the teacher explaining the material from the start until the end by him/herself. The teacher's role

²⁷ Otong Setiawan, *Op.cit* p.171

²⁸ Zahriani, S.Si, *Journal Kontekstualisasi Direct Instruction Dalam pembelajaran Sains*, Vol.1 No,1 (2014), p. 95

in this learning model acts as the model in learning process and her task is to guide the students in mastering knowledge.

Aris states that there are some advantages and disadvantages in using this kind of learning model, they are :

Advantages :

1. The teacher can the material so she can maintain the material that should be learned by the students.
2. It is the effective way to teach materials about concept and skills.
3. Emphasizing listening activity through lectures and demonstration.

Disadvantages :

1. The successful of the learning depends on the teacher, because in this model the teacher becomes the center of learning. If she could not explain the material well the students will be bored and the learning process will be disturbed.
2. This learning model really depends on the teacher's communication style. A bad communicator will presents a bad learning.
3. If teacher use this kind of learning model too often, the students will believe that the teacher would always provide everything that they should learn. This will eliminates the sense of the students' responsibility to learn by themselves.²⁹

Based on the statement above, if the teacher wants to apply this learning model, she must has a good communication style so that the students will

²⁹Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta : Ar-Ruzz Media, 2014), p. 66

not be bored. However, if the teacher use this kind of learning model too often it could make the students lost their responsibility in learning since they believe that the teacher will provide everything what they should learn. It could also decrease their motivation to learn and to find other references that are related to the material.

8. Concept of Cooperative Learning Model

Isjoni states that cooperative learning model use small groups so that the students will work together to achieve a learning goal. Students in cooperative groups would learn to discuss, help and invite each other to overcome problems.³⁰ It means that this kind of learning model requires the students to make some small groups consists of some students and they should work together, discuss about the problem, help one another to solve the problem and eventually achieve the learning goals.

Cooperative learning wants students to be active and support one another in group work where the students have different abilities and share their thoughts with the team. Just like another learning model, this kind of model surely has some advantages and disadvantages, they are³¹ :

Advantages :

1. It could help to increase the students' confidence.
2. The level of acceptance of individual differences is greater so that interpersonal conflict is reduced.

³⁰Drs. H. Isjoni, M.Si.,Ph.D, *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Antar Peserta Didik*, (Yogyakarta : Pustaka Pelajar,2019), p.20

³¹Aris Shoimin, *op. Cit*, p.48

3. The students apathetic' character would decrease.
4. The students will be able to have a better understanding and they will be able to memorize the material longer.
5. It will reduce alienation in individual systems.
6. The students will be more happy when studying together with their friends.
7. It is easy to be implemented and inexpensive.

Disadvantages :

1. The concern in implementing this model is that the class will be chaotic.
2. Each of group member might lose their own characteristic and personal uniqueness because they have to adjusting themselves with other group member.
3. Some group members might not want to participate in doing the task which will eventually disturb the learning experience.

1. Kinds of Cooperative Learning Model

There are some kinds of cooperative learning, namely :

a. Examples Non Examples

Step :

- Teacher prepares pictures based on the learning goal.
- The pictures will be placed on the white board with glue or through LCD.

- The teacher will give some clues and give the students opportunity to analyse the pictures.
- Through a group discussion consist of 2-3 students, the discussion result will be written on a the paper.
- Each group will be given an opportunity to read the group discussion in front of other group.
- The teacher will start explain the material from the discussion result that has been read by the student.
- Conclusion.

b. Numbered Head Together

- Students will be divided into some groups, each student from each group will get a number.
- Teacher will give a task and each group should do the task.
- Each group have to discuss the right answer and make sure each group member can finish the task.
- Teacher calls one of the numbers and the student should report the discussion result.
- Other students should give a respond and teacher calls other number.
- Conclusion.

c. Cooperative Script

A learning model where the students work in pairs and verbally summarize the learning material.

- The teacher will pair the student.
- The teacher deliver learning material for each student to be read and make the summary.
- Teacher and the students decide who is the listener and speaker.
- The speaker read the summary as complete as possible, with the main ideas in their summary.

At the same time, there are some steps that will be done by the listener:

- Listening/correcting/showing the main ideas that are incomplete.
- Help the speaker to memorize the main ideas by connecting it with the previous material or with other material.
- And, the listener becomes speaker and vice versa, then do all the steps above.
- The students will make conclusion with the tacher.

d. Problem Based Introduction (PBI)

- Teacher will explain the learning goal. Explaining the things that are required. Motivating the students in involving themselves based on the problem.
- Teacher helps the students in defining and organizing the task which is relates to the problem (set the topic, task, schedule, and others).

- Teacher encourages the students to collect the right information, experiment to get the explanation and solving the problem, collecting the data, also make the hypotheses.
- Teacher helps the students in planning to present the final result that suitable to the report and help them in sharing the task with other students.
- Teacher helps the students to do reflection or evaluation towards their investigation and the process that they have been implemented in solving the problem.

e. Think Pair and Share

- Teacher delivers the main material and the competency that should be achieved.
- The students will be asked to think about the material/problem that has been delivered by the teacher.
- The students will be asked to pair themselves with their chairmate and deliver their opinion about the material.
- The teacher leads small discussion, each group should presenting their discussion result.
- From the activities above, the teacher should directing the discussion to the main problem and adding the materials that have not been explained to the students.
- Teacher gives conclusion and closing the class.

f. Group Investigation

- Teacher divides the students into some heterogen groups.
- Teacher explains the learning goal and the group task.
- Teacher will give different material to each group leader. So each group will get different material.
- Each group should discuss the material they have cooperatively which contains findings.
- After finish dicusses the material, the group leader delivers the discussion result.
- Teacher gives a brief explanation and makes the conclusion.

g. Teacher delivers the material that is going to be learned by students.

- Teacher forms some groups and calls each group leader, and explains the material to the group leaders.
- Each group leader get back to the group and explains the material that has been explained by the teacher to his group member.
- Then, each of group member will be given a sheet paper to writes one task which relates to the material that has been explained by the group leader.
- The paper will be formed like a snowball and will be thrown from one student to other student in other group in 15 minutes.
- After the students get one question, the student will get opportunity to answer the question.
- Evaluation.

- Closing.³²

9. Concept of Snowball Throwing

There are so many learning models which can be used by teacher to increase the atmosphere in the classroom. Teacher can choose the best learning model that can make the student enjoy the learning process. One of the learning models that can increase the students' motivation in learning is cooperative learning model which is the Snowball Throwing type. According to Imas, Snowball Throwing learning model is a learning model using question made of paper which is rolled to form a snowball and then tossed among all group.³³ It means that this kind of learning model is a model that requires the students to form a group that consists of some students and each of group member should write a question in a paper and form it into a snowball, then they have to throw it to other students in other group.

This model is a learning model that can be applied in learning process to increase the students' interest in learning where the student will throw the paper ball which is consist of a question in it. The students' anxious feeling would decrease, the students would also become more active and motivated in learning writing since each of them has to take turn to throw the snowball to their friends in other group. This would eventually increase

³²Drs. Daryanto and Drs. Syaiful Karim, M.T, *Pembelajaran Abad 21* (Yogyakarta : Gaya Media, 2017), p.150

³³Imas Kurniasih S.Pd & Berlin Sani, *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*, (Kata Pena, 2015), p. 77

the atmosphere of the classroom. Fatmawati states that Snowball Throwing is one of learning models which makes students enjoy the learning process and decrease their anxious feeling in learning writing by using question ball as they would take turn to throw the snowball to other students in other group.³⁴

In order to make sure that the learning goal is achieved, there are some steps that can be used to implement this learning model that proposed by some experts.

1. The Steps of Snowball Throwing

Some steps can be applied in learning process by using cooperative learning model type Snowball Throwing according to Hamzah and Nurdin, they are :

- a. The teacher delivers the material that will be learned
- b. The teacher forms some groups and calls the leader from each group to give explanation about the material.
- c. The leader of each group get back to their own groups, then explain the material that had been delivered by the teacher to their group member.
- d. Each student will be given a sheet of paper work to write one question that relates to the material that had been explained by the leader.

³⁴Fatmawati, *Journal of English Education, The Use of Snowball Throwing Learning Model in Improving Writing Ability* (Malang, 2018) p.139

- e. The paper will be formed like a snowball and it will be thrown from one student to other students in ± 15 minutes.
- f. After each student get one question or one snowball, they will be given a chance to answer the question that has been written in that ball.
- g. Evaluation
- h. Closing.³⁵

There are also some steps in doing learning activity by using Snowball Throwing proposed by Imas, they are :

- a. Like other learning, where the teacher delivers the material that will be learned. This will be done only in a few minutes.
- b. After that, the teacher will form some groups and calls the leaders from each group to give explanation about the material.
- c. Each leader get back to their own groups, then explains the material that had been delivered by the teacher to his group.
- d. Then, each student will be given a sheet of paper work to write a question which is related to the material that had been explained by the group leader.
- e. Then, that paper will be formed like a snowball and will be thrown from one student to other students in ± 5 minutes.

³⁵Prof. Dr. Hamzah B.Uno, Mp.d, and Nurdin Mohamad, S.Pd., M.Si, *Belajar dengan Pendekatan PAILKEM*, (Jakarta : Bumi Aksara, 2015), p. 125

- f. After each student got one snowball or one question, he will get a chance to answer the question that has been written in that paper ball.
- g. After all of the students get chance to answer, then teacher will give a conclusion about the material and doing evaluation if needed, and then close the learning process.³⁶

And there are also some steps states by Ridwan, they are :

- a. Teacher delivers the material.
- b. Teacher forms some groups and calls the leader of each group to give explanation about the material.
- c. Each leader get back to his own group, then explains the material that had been delivered by the teacher to his friends.
- d. Then, each student will be given one sheet paper work to write one question that related to the material that had been explained by the leader.
- h. A paper that is consist of a question will be formed like a snowball and will be thrown from one student to other students in ± 15 minutes.
- e. After each student got one paper ball or one question, student has a chance to answer question that is written in that paper ball.
- f. Teacher doing evaluation at the end of learning.³⁷

³⁶Imas Kurniasih S.Pd & Berlin Sani, *op.Cit*, p.80

³⁷Ridwan Abdullah Sani, *Inovasi Pembelajaran*, (Jakarta: Bumi Aksara, 2016),p.234

Based on three statements above, the researcher would apply the first theory which proposed by Hamzah and Nurdin. The steps are :

- a. The teacher will deliver the material that will be learned, which is about recount text.
- b. Next, the teacher will divide the students into some groups, and calls the leader of each group to give an explanation about the recount text.
- c. The leader of each group will get back to their own group, then he must explains the material that had been delivered by the teacher to his group members.
- d. The teacher will give a sheet of work paper to each student and ask the student to choose one topic of recount text that has been prepared by the teacher.
- e. Each student has to form the paper into a snowball and it will be thrown from one student to another student in other group \pm 15 minutes.
- f. After each student got one snowball with one task in it, the student will be asked to do the task which is to write a recount text based on the topic they got that has been written in that snowball.
- g. Next, the teacher will give an evaluation about the learning process.
- h. The teacher will close the class.

2. Advantages of Snowball Throwing

There are some advantages if teacher wants to apply this kind of cooperative learning model based on Aris, they are :

- a. The situation in learning process becomes more fun since the students are studying like playing a game by throwing paper ball from one to other students.
- b. This learning model makes the students ready for any possibility of question they will receive because students would not know the question that has been prepared by their friends.
- c. The students will be active in the learning process.
- d. Teacher does not need to make any media since the students are involve directly in practice.
- e. Learning process will be more effective.
- f. All three aspects such as cognitive, afective and psychomotoric can be achieved.

From the explanation above, the researcher concludes that by using this kind of learning model the atmosphere of classroom will be increase since the students are studying like playing a game, and it can make the students ready for any possibility of question they will receive because the students would not know the question that has been prepared by their friends. Furthermore the students also will be active in learning process and the teacher does not need to make any media since the students are involve

directly in practice. Also the learning process will be more effective. In addition, all three aspects such as cognitive, affective, and psychomotoric can be achieved.

3. Disadvantages of Snowball Throwing

Besides the advantages, this kind of learning model also has some disadvantages, they are :

- a. It depends on students' ability in comprehending the materials so it is possible if the students can not mastered all of the materials. It can be seen from how the students usually can only make a question that is already explained or making question that looks like the example that has been given by the teacher before.
- b. It depends on the leader's skill to explain the material to his member, it will be hard for the group member to understand the material if the leader can not explain the material well so it will require longer time for the group to discuss about the material.
- c. This learning model requires longer time during the implementation.
- d. The students who are not discipline tends to make the class noisy.
- e. The class will be noisy since the students choose their own group members.³⁸

It means that every learning model which is used for teaching and learning process absolutely has disadvantages. However in the present study, the researcher would take only some samples of students' written

³⁸Aris Shoimin, *op. Cit*, p.177

product to be evaluated at the end of evaluating stage. So that it will not take a long time. To avoid the learning atmosphere from being noisy because of the undisciplined students, the researcher would choose a leader that is able to handle his group members. The researcher would also choose the leaders that could deliver material well to their group. Also to covers the last disadvantage, the researcher would be the one who would form the group.

B. Frame of Thinking

Writing is one of the productive skill in language learning. Through writing a person can deliver message, feeling, idea or opinion about something, but writing becomes one of language skill that is considered to be difficult. Most students say that writing becomes the difficult skill in language learning because it requires consideration to make sure that the writing product is having a proper vocabulary, grammar, punctuation, content and organization.

According to the teacher at MTs Al-Hikmah Gerning, she uses teacher centered learning model named direct instruction in learning process even though there are some disadvantages in using this kind of learning model. Some of the disadvantages are the learning success depends on the teacher's image, because in this model the teacher becomes the center of learning. Thus, if she can not explain the material well the students will get bored and the learning atmosphere will be disturbed. This kind of learning model also depends on the teacher's communication style where if the teacher can not

explains the material well, the students will find it hard to understand the material.

Since there are some disadvantages in the previous learning model used in the class, the researcher decides to implement other learning model to cover the disadvantages of the previous learning model. The researcher is going to implement Snowball Throwing model to observe whether or not there is influence of using this learning model towards the students' writing of recount text. This model is one of cooperative learning models that can be used to make the students enjoy the learning process and makes not only the teacher but also the students to become more active in the class because the students should involved directly in the learning process.

Based on theories that are used in this research, the researcher assumes that by using Snowball Throwing as learning model it will help the students to improve their writing ability especially in writing recount text. By using this model, the researcher hopes that the students will improve their creativity and skill in writing recount text.

C. Hypothesis

There are some hypotheses of the research :

H₀: There is significant Influence of Using Snowball Throwing Model towards Students' Wrting Ability in Recount Text at the Second Grade of MTs Al-Hikmah Gerning Academic Year of 2020/2021.

H_a : There is no significant Influence of Using Snowball Throwing Model
towards Students' Writing Ability of Recount Text at the Second
Grade of MTs Al-Hikmah Gerning Academic Year of 2020/2021.

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